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ABSTRACT

This Coordinator's Guide accompanies the module Developing Effective Public Relations. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is in the accompanying module, but the coordinator is given suggested timings and specific directions for carrying out each activity. Activities help participants to understand public relations; become familiar with public relations resources; plan and give public relations presentations; and develop their own public relations plans. The workshop is intended to help counselors and related personnel acquire knowledge and skills in planning and carrying out public relations activities. (Author/BP)

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Career Guidance
Staff Development

COORDINATOR'S GUIDE

Developing Effective Public Relations

by
Norman C. Gysbers

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

DEVELOPING EFFECTIVE PUBLIC RELATIONS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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Coordinator's Role

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around and have fun. People should be relaxed, but alert, interested and motivated.

Set the Pace

Maintain the right pace. If things bog down ask some leading questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module - winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times as listed in the Time Outline as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasiness, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether the participants adequately

perform the five activities of the module. Keep a record of how each participant does on the appropriate record sheets. In general, maintain the quality level of the workshop.

Specific Coordinator Functions

Prior to the Workshop

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and the Coordinator's Guide. It is recommended that you go through the module as a participant first before you lead a group.
2. Make sure all needed materials are present for the workshop. Check on the availability of such things as name tags, extra paper, newsprint, chalkboards and the worksheets used in several of the activities.
3. Make sure that the room arrangements are appropriate. Since many activities are done in small groups, the best arrangement is tables with four to six chairs per table.

At the Workshop

1. Introduce yourself to the participants and them to each other. Briefly describe your background and the role you will play in the module.
2. Establish time limits (lunch, when the day ends) and schedule for the day, and do your best to stick to them.
3. Follow the instructions in this guide for the following:
   a. Introduction - Orientation, Module Goal and Objectives, Time Outline
   b. Activity 1 - Understanding Public Relations
   c. Activity 2 - Public Relations Resources in your Community
   d. Activity 3 - Planning Public Relations Presentations
   e. Activity 4 - Giving Public Relations Presentations
   f. Activity 5 - Developing your Public Relations Plan
   g. Module Wrap Up

Introduction
(1/4 Hour)

Orientation and Module Goal and Objectives

1. Have participants read the sections on Module Orientation and Module Goal and Objectives.
2. Explain this module is designed to help them develop effective public relations skills and relate these skills to their guidance program.
3. Review with the participants each of the five module objectives.

Time Outline

1. Review with the participants the time outline.
2. Tell the participants they will be actively involved in five sessions. Each session begins with an activity relating to building effective public relations. The five activities will require the participants to discuss, review, plan and present; in other words, to be active. In all cases text material is presented to assist the participants in carrying out their tasks.
3. Tell the participants that the Appendix contains many public relations ideas which may be useful to them during the workshop.

Activity 1
Understanding Public Relations
(1 Hour)

Objective

Participants will be able to state the value of an effective public relations component of a comprehensive guidance program.

Purpose

The purpose of this activity is to provide the participants with an opportunity to become more aware of the meaning and importance of public relations for their guidance program.

Instructions

1. Group the participants by three's.
2. Explain the objective and purpose of Activity 1.

3. Have them use the discussion questions provided on page 4 to discuss the meaning and importance of public relations activities for their guidance program. The discussion questions are:
   a. As you think about your own work setting, how would you describe the public relations component of your guidance program?
   b. How would you categorize and describe the various publics in your community?
   c. Three reasons were given in the text for conducting public relations activities: providing accurate information, gaining public support and creating staff morale. Do you feel these reasons are applicable in your setting? What other reasons do you feel are important from your perspective?

Achievement

Each participant will be able to write a paragraph which describes at least two of the following advantages to be gained by an effective public relations component:

a. gain public support
b. develop staff morale
c. present accurate information

Activity 2
Public Relations Resources in Your Community
(1 ½ Hours)

Objective

Participants will be able to specify and describe public relations resources available in their community.

Purpose

The purpose of this activity is to provide the participants with the opportunity to identify public relations resources available in the community and describe how they could be used in their guidance programs' public relations activities.

Instructions

1. Have the participants remain in the same small groups they were in for Activity 1.
2. Explain the objective and purpose of Activity 2.
3. Have them review and discuss, using Worksheet 1, the public relations resources described on pages 12-22 of the module. Go over Worksheet 1 with them first so they understand that the category Available means in their community and the category Usable means it is a resource they actually could use. The Comments section is there if they wish to make a special notation about any of the resources. Remember, all Worksheets are to be handed out ahead of time and used so the participants should not write in the module. Also, explain to them that although they are working in a small group, each participant is to fill out Worksheet 1 as it applies to his or her community.

Achievement

Each participant will be able to list and describe his or her intended use of five resources. Each statement should contain at least one example of how the resource could be used effectively. Use Worksheet 2 for this purpose.

Worksheet 1

Resource	Available		Usable		Comments
	Yes	No	Yes	No	
1. Advertising	___	___	___	___	_____
2. Billboards	___	___	___	___	_____
3. Bulletin boards	___	___	___	___	_____
4. Bumper stickers	___	___	___	___	_____
5. Cartoons	___	___	___	___	_____
6. Direct mail	___	___	___	___	_____
7. Displays	___	___	___	___	_____
8. Handbooks	___	___	___	___	_____
9. Leaflets	___	___	___	___	_____
10. Mottos & slogans	___	___	___	___	_____
11. Newspapers	___	___	___	___	_____
12. Reprints	___	___	___	___	_____
13. Special publications	___	___	___	___	_____
14. Announcements	___	___	___	___	_____
15. Proclamations	___	___	___	___	_____
16. Speaker's bureau	___	___	___	___	_____
17. Special programs & weeks	___	___	___	___	_____
18. Speeches	___	___	___	___	_____
19. Telephone	___	___	___	___	_____
20. Tape recordings	___	___	___	___	_____
21. Filmstrips & slide tapes	___	___	___	___	_____
22. Motion pictures	___	___	___	___	_____
23. Photographs	___	___	___	___	_____
24. Posters	___	___	___	___	_____
25. Radio	___	___	___	___	_____
26. Slides	___	___	___	___	_____
27. Television	___	___	___	___	_____

Worksheet 2

Resource	Intended Use
1.	
2.	
3.	
4.	
5.	

Activity 3
Planning Public Relations Presentations
(1 Hour)

Objective

Participants will be able to plan a public relations presentation which introduces an audience to a new or improved component of a comprehensive guidance program.

Purpose

The purpose of Activity 3 is to provide the participants with the skill to plan a public relations presentation.

Instructions

1. Group the participants into teams of from four to six members. Have each team select a chairperson and a recorder.
2. Explain the objective and purpose of Activity 3.
3. Have them select the component of the guidance program they are going to present.
4. Have them review and discuss the text material titled Planning Presentations on pages 25-29 of the module.
5. Have them outline their presentation using Worksheet 3. In this case only one worksheet will be filled out per team.
6. When the teams have completed their worksheets have them share them with other teams for review and evaluation purposes.

Achievement

Each team will have their outline evaluated by the coordinator on Coordinator Review Sheet 1. (See page 10 of this guide.) The outline must show evidence of attention to the following three variables to be judged acceptable.

1. adequate knowledge of intended audience.
2. logical organization of content.
3. appropriate use of media and presentation methods.

Worksheet 3

Presentation Planning Worksheet

1. Audience (describe the intended audience)

2. Presentation Outline (outline the content to be covered)

3. Media and Presentation Method (describe media to be used and indicate presentation methods chosen)

Coordinator Review Sheet 1

Planning Public Relations Presentations

Team Members (list members of team)

Checklist

The outline indicated:

	yes	no
1. adequate knowledge of intended audience	_____	_____
2. logical organization of content	_____	_____
3. appropriate use of media and presentation methods	_____	_____

Activity 4
Giving Public Relations Presentations
(1 Hour)

Objective

Participants will be able to give a public relations presentation which introduces an audience to a new or improved component of a comprehensive guidance program.

Purpose

The purpose of Activity 4 is to provide the participants with the skill to make a public relations presentation.

Instructions

1. Have the participants remain in the same groups they were in for Activity 3.
2. Explain the objective and purpose of Activity 4.
3. Explain to the participants that two teams will be working together in the following way:
   a. One team will present their program (15 minutes) and be ready to answer questions (15 minutes).
   b. The other team will listen for 15 minutes and ask questions for 15 minutes. They will then evaluate the presenting team using the Program Presentation Rating Scale, which appears on page 31 of the module. (A copy also is provided on page 13 of this guide.)
   c. During the second 30 minute session the positions of the two teams will be reversed.
4. Have them review and discuss the text material titled Giving Presentations on pages 32-34 of the module.
5. Explain that the Program Presentation Rating Scale is filled out for the team, not for individual team members and that the ratings are to be shared with the presenting team for feedback purposes.

Achievement

Each team will give a presentation of a new or improved component of a guidance program to an audience of fellow participants to be judged on the following criteria (Program Presentation Rating Scale):

1. organization of presentation
2. content coverage
3. accuracy of material
4. language used in presentation
5. program image projected
6. awareness of audience

To be acceptable each team should receive a majority of 3's or above on the Rating Scale.

Program Presentation Rating Scale

Directions: Listen carefully to the presentation and then use this Scale to rate the presenting team. Circle the appropriate number. Add additional comments in the space provided as appropriate.

Content

Organization of presentation

lacks continuity	1	2	3	4	5	sequential

Content coverage

too lengthy	1	2	3	4	5	well chosen

Accuracy of material

obvious errors	1	2	3	4	5	substantiated

Comments

Presentation

Language used in presentation

technical	1	2	3	4	5	understandable

Program image projected

distorted/vague	1	2	3	4	5	positive

Awareness of audience

oblivious	1	2	3	4	5	sensitive

Comments

Activity 5
Developing Your Public Relations Plan
(1¼ Hour)

Objective

Participants will be able to develop a public relations plan for one guidance activity.

Purpose

The purpose of this activity is to provide the participants with the opportunity of developing a public relations plan to initiate and carry out one guidance activity when they return to their work setting.

Instructions

1. Have the participants get back together in the small groups they were in for Activity 1.
2. Explain the objective and purpose of Activity 5.
3. Have them review and discuss the text material titled Developing a Plan on pages 36-38 of the module.
4. Suggest to them that they should go back over the text material on public relations resources and the Appendix for ideas for their public relations plan.
5. Have each participant develop his or her own plan. Have them refer to the example presented in the text on pages 37-38 if they need help in understanding how to develop a plan.
6. Allow time for the participants to share their plans with each other in their small group.

Achievement

Each participant will develop and have judged by the coordinator on Coordinator Review Sheet 2 a public relations plan for one guidance activity. The achievement of this objective will require the laying out of a Time/Task and Talent analysis which contains the following four variables to be judged acceptable.

1. specifies the guidance activity.
2. defines the public relations tasks necessary to publicize the activity.

3. sets dates for completion of each public relations task.
4. assigns responsibility for each task.

Coordinator Review Sheet 2

Developing Your Public Relations Plan

Participant's Name _____

Checklist

The public relations plan indicated:

	yes	no
1. guidance activity to be presented	____	____
2. public relations tasks necessary to carry out guidance activity	____	____
3. dates for completion of tasks	____	____
4. responsibility for each public relations task	____	____

Module Wrap Up

The goal of the brief wrap up session is to provide an opportunity for closure to the activities of the modules.

1. Briefly review the goal and objectives of the module.
2. Describe the contents of the Appendix and the References section.
3. Have a brief open discussion on any questions about the module and the participants' experience during the workshop.